Transforming Secondary Education in New Jersey

Presentation to the NJ State Board of Education
September 17, 2008

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Dalton Sherman

Dallas Independent School District

Do you believe?

Why Change?

- Change of *system*, not course requirements

- Equity – access and opportunities

- Urgency

- Shift in social norms
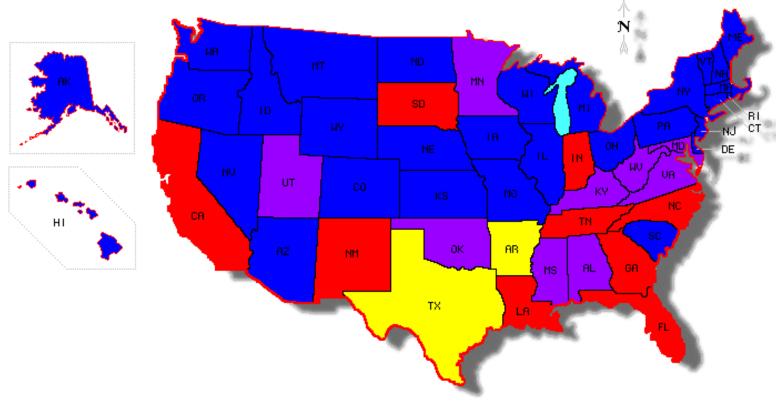
Why Change?

Student Perspective

Dr. Ken Ender, President

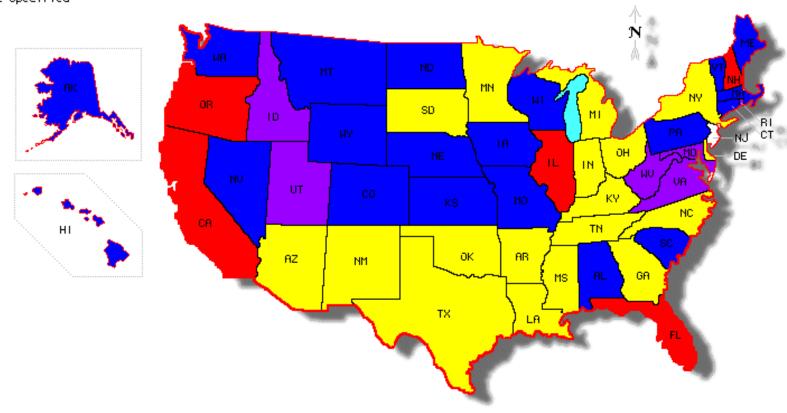Cumberland County College

Student Representatives

What Change?

What States Have Done: Math Requirements 2005
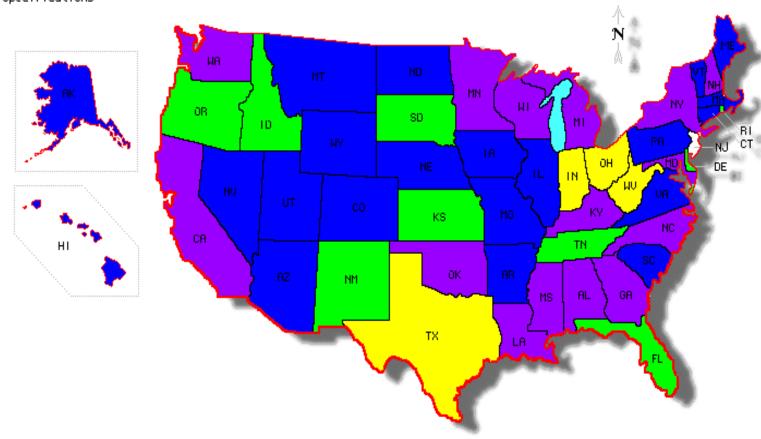
What States Have Done: Math Requirements 2008

What States Have Done: Science Requirements
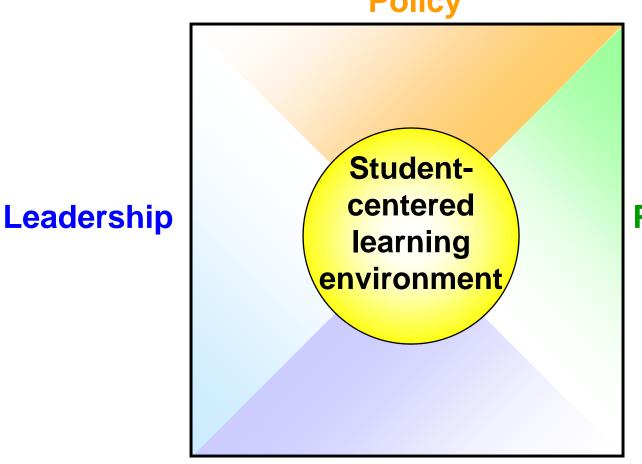
What States Have Done:
Personalized Learning Plan Requirements

Legend: ◆ - Require PSLP

Essential Elements of Transformed Secondary Schools (Grades 6-12)

Policy

Leadership

Student-centered learning environment

Personalization

Learning and Teaching

Elements of Transformed Leadership

- <u>State P-16 council</u> works with stakeholders and policy making bodies

- School <u>partnerships</u> are established with business and higher education

- District Boards of Education understand reasons and <u>processes of change</u>

- District administration <u>supports school leadership</u>

Elements of Transformed Leadership

- <u>Principal</u> uses influence to build school's capacity to create and sustain an effective school vision, culture and instructional program

- <u>Teacher leadership</u> emerges

- <u>Student voice</u> is heard

- Collective and collaborative <u>responsibility</u> exists among staff and community

- <u>Data</u> is used to improve school climate, organization, curricula, and instruction

Elements of Transformed Learning & Teaching

- Teaching and learning NJCCCS is <u>relevant</u> to student lives and interests in the 21st century

- Teachers use a variety of <u>innovative strategies</u> to promote more <u>active involvement</u> of students in their own learning

- Multiple, <u>flexible approaches</u> to teach rigorous content and skills

Elements of Transformed Learning & Teaching

- <u>Integration of technology</u> into all content areas; includes virtual and face-to-face opportunities

- <u>Every child learns</u>; students experiencing difficulty benefit from support services in the school

- Students are actively <u>engaged</u> in learning both in and out of the classroom

- Programs for <u>student and staff learning</u> are collaborative, coordinated, focused on clear learning goals, and sustained over a period of time

Elements of Transformed Personalization

- Meaningful <u>adult-student</u> relationships

- <u>Safe and welcoming environment</u> with the support of families and other adult mentors

- <u>Personalized student learning plans</u> include career, academic and activities enrichment for each student (6 year individual student portfolio)

- <u>Extended learning opportunities</u>

Elements of Transformed Policy

- Policy supports college and career readiness for **all** students

- Graduation requirements and assessment system are <u>aligned</u>

- Policy development is informed by relevant <u>data</u>

- State and local accountability <u>policies reflect</u> <u>*Essential Elements*</u>

Student-Centered Learning Environment

Focusing on the personal and intellectual development of all students

Honoring individual differences and committing to high expectations for all

Supporting innovative thinking, reflection, exploration, and continuous professional learning

Student-Centered Learning Environment

Creating a pervasive culture of respect and mutual help

Building a mutually influential relationship among the school, its families, and its community

How Do We Change?

NJDOE Work Plan

- Work across NJDOE Divisions

- Work with partners throughout the state
  - Higher Education
  - Business
  - Professional Organizations

- Work results in tangible products
  - Data, recommendations, case studies, best practices, models

How Do We Change?

NJDOE Work Plan

1. Build public awareness and gain support for the transformation of secondary schools

2. Develop an effective P16 council to provide oversight and direction for secondary education transformation that is aligned to college and workforce requirements

How Do We Change?

NJDOE Work Plan

3. Align NJ high school standards and graduation requirements to college and workforce requirements

4. Develop a system, anchored in data and research, to support learning and teaching that leads to personal and academic growth for every student

How Do We Change?

NJDOE Work Plan

Learning and Teaching Task Forces:

- Expansion of 21st Century Content and Themes

- Integration of Technology into Curriculum

- Finding success for students who have not thrived in current school structures

- Expansion of STEM Education

- Adolescent Literacy

- Role of the Arts

How Do We Change?

NJDOE Work Plan

Opportunities to Learn

Gather information from districts regarding:

– Labs

- Options in scheduling

– Professional development initiatives and structures

- Content-specific initiatives

– Personalization structures

How Do We Change?

NJDOE Work Plan

5. Implement an efficient and effective assessment system that measures student achievement, provides data to address student learning and performance gaps and is aligned with the expectations of higher education and the workplace

How Do We Change?

Phased-in Competency Testing

Phase I: Algebra I, Biology, LAL

Phase II: Geometry, 2nd Science

Phase III: Algebra II

Assessments can be administered when local school system determines students have mastered foundational knowledge

Testing:
Issues to be addressed

- *What is the relationship between state assessments and course credit?*

- *What are the options for flexibility with the state assessment system?*

  - *Can we recognize industry, certification, and licensing tests for graduation?*

  - *Do students have to pass all tests offered?*

  - *Can students opt out?*

- *What types of alternative assessments are appropriate if a student does not pass?*

How Do We Change?

NJDOE Work Plan

5. Recruit, support, and retain highly effective teachers and school leaders with particular attention to high need schools and high need subject areas

6A. Ensure effective leadership for change in all secondary schools

7. Redesign high schools as learning communities that use personalized approaches to support student learning and development

8. Develop a database and an evaluation plan for secondary school transformation

How Do We Change?
Revise Policies

- Newly specified graduation requirements

- Updated assessment system

- Previous "Option 2", now extended learning opportunities for all students

- Development of Personalized Student Learning Plans

- Replacing the current SRA with the Alternative High School Assessment (ASHA)

Proposed Standards and Assessment Code

- Curriculum includes interdisciplinary connections, 21st century themes and skills, specifies supporting resources

- Phased in ***Personalized Student Learning Plan*** for each secondary school student in grade 6-12

Proposed Graduation Requirements:

120 credits	
LAL	20 credits aligned to grade 9-12 standards
Math	15 credits includes algebra I content, geometry content (2010-2011 9th grade), and algebra II content (2012-2013 9th grade)
Science	15 credits includes biology, chemistry and additional lab science (2010-2011 9th grade)
Social Studies	15 credits includes integrated civics, economics, geography, and global content
Economics	2.5 credits in financial, economic, business and entrepreneurial literacy

Proposed Graduation Requirements:

Health/PE	3.75 credits per year of enrollment*
Visual & Performing Arts	5 credits*
World Languages	5 credits awarded upon proficiency
Technological Literacy	Integrated throughout all content areas*
Career Education and Consumer, Family, and Life Skills or CTE	5 credits*

* = no change in requirement

Proposed Graduation Requirements:

- Local Boards shall establish a process to approve:

  - **Personalized student learning opportunities**

  - **Awarding of credits based on completion of competency-based assessments**

  - **Awarding of credits through post-secondary learning opportunities**

- Successful completion of a district-approved online course

- Local attendance requirements

- Demonstration of proficiency on state assessments

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